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to suggest to them the direction in which they ought to turn their chief efforts. If I can make even a few of them feel the consecration that comes from single-minded devotion to a great end I shall hold that this book has accomplished its purpose."

The writer has not failed to perform his part towards the accomplishment of this noble purpose, and the attentive reader can scarcely fail to be moved towards higher educational ideals. The subject of the book and its title may lead many who need it most to think it is not for them. It might well be entitled, A book to be read, inwardly digested, and assimilated by everyone connected with schools, including school officers and teachers, from kindergartens to universities; and by everyone else who desires to obtain a larger, clearer, and truer view of life, with its duties and privileges.

The clearness of the writer's thinking and the directness and simplicity of his expression cannot fail to make the book interesting and valuable to all its readers, even to those of limited education.

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Studies in Education—Science, Art, History. By B. A. HINSDALE, PH.D., LL.D. Werner School Book Company, Chicago, 1896. Pages 384.

THE leading educational men of today are numerous and by no means inactive—notice the list of authors and the range of topics in the International Education Series published by the Appletons:—Baldwin, Pickard, Parker, Hinsdale, Klemm, Howland, Boone, Martin, McLellan, Dewey, and the rest. The multiplication of books of value to the educator within comparatively a few years upon educational themes only shows how the best minds in America have concentrated their attention upon these subjects. The contributions of Dr. E. E. White, Dr. W. H. Payne and Dr. B. A. Hinsdale to educational thought may, without flattery and without disparagement of other writers, be cited as belonging in the very front rank.

In the work before us Dr. Hinsdale again places us all as his debtors. The book is a collection of twenty valuable papers upon such vital topics as the following: "Sources of Human Cultivation," "The Science and the Art of Teaching," "President Eliot on Popular Education," "The Moral and Religious Training of Children," "Payment by

Results," "The American School Superintendent," "The Educational Function of the Modern State," and reviews of education in various countries.

These essays, as a whole, form a valuable addition to our study of several educational problems of vital interest today. In his criticism of President Eliot's arrangement of what the latter calls the "Calvinistic Theory" of education, is some very close and important reasoning; particularly the author's well-drawn distinction between work and play and the necessity of both of them.

In the able paper on "Moral and Religious Training of Children," the author says: "The intellectual apparatus which directly affects the spiritual life is simple. No doubt many facts and ideas affect it indirectly, and in the long run; but the religious lessons that need to be taught to children, and especially to young children, are few in number. The wisdom, purity, and goodness of God, the love of Jesus, the capacity of men for growth and happiness, and the duty to seek those ends; wisdom, purity, forbearance, justice, magnanimity, truth, and goodness; men reap what they sow;— these ideas lie at the basis of the moral life. The great care of the parent or the teacher should be to commit the child to virtue and piety, and to leave theology to the future man or woman." The entire essay is one of great value to the conscientious teacher.

In the article on the superintendency is found a discussion of an important question which ought to interest all thoughtful educators. Upon this matter legislation is far behind the age. We have not yet outgrown the earlier times when the "committee-man" had the full charge of the schools.

Massachusetts has been the leader in many forward movements in the educational field, and she is in advance of all other states today in the matter of local supervision, but even in the Old Bay State, while there are *forty pages* of laws relating to the supervisory powers of school-committees, there is not one to designate the powers and duties of the city or district superintendent.

The book is full of solid thought for all teachers and superintendents. It is to be commended for its strength, logic, and directness.

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